DOCUMENT RESUME

ED 313 667 CS 009 860

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TITLE Adaptation of Curriculum, Instructional Methods, and Materials Component, Instructional Aide Program 1988-89. Final Evaluation Report.
INSTITUTION Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE Jul 89
NOTE 53p.; For the 1987-88 report, see ED 301 326. The last page will not reproduce well.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Elementary School Students; Grade 1; *Kindergarten Children; *Language Skills; Oral Language; Primary Education; *Program Effectiveness; Reading Skills; *Student Improvement; *Teacher Aides; Underachievement; Written Language
IDENTIFIERS *Columbus Public Schools OH

ABSTRACT

Funded through the Ohio Disadvantaged Pupil Program Fund, the Columbus Public Schools' Instructional Aide (IA) Program served 309 kindergarten children and 1,793 first-grade students during the 1988-89 school year. The goal of the IA program was to provide an educational support program for underachieving pupils. Instructional aides were trained to provide direct instructional service to selected pupils in the classroom. The program, which was implemented in 58 buildings and involved the equivalent of 135 aides assisting 199 teachers, emphasized activities which would increase oral language, written language, and reading skills. Program evaluation efforts involved the administration of sub-tests of the Comprehensive Tests of Basic Skills to kindergarten children and first-grade students, and the use of locally constructed surveys of staff and reading assessments of students. The attendance criterion of 90 days was met by 154 kindergarten children and 1,136 first-graders; of these, 903 pupils received pre- and posttest administrations of the achievement test. Results for kindergarten students indicated an average Normal Curve Equivalent (NCE) gain of 2.2 per month for the 5.6 month project period, but less than 80% of the teachers perceived pupil progress was directly attributable to the instructional aide. Results for first grade students indicated that students did not meet the goal of one NCE gain for each month of the program, although teacher ratings indicated that reading skills were substantially enhanced through direct instruction. (Twenty tables of data are included; survey forms and assessment instruments are appended.) (RS)

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Ohio Disadvantaged Pupil Program Fund

FINAL EVALUATION REPORT
ADAPTATION OF CURRICULUM, INSTRUCTIONAL METHODS, AND MATERIALS COMPONENT
INSTRUCTIONAL AIDE PROGRAM

July 1989

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Ohio Disadvantaged Pupil Program Fund

FINAL EVALUATION REPORT
ADAPTATION OF CURRICULUM, INSTRUCTIONAL METHODS, AND MATERIALS COMPONENT
INSTRUCTIONAL AIDE PROGRAM
1988-89

ABSTRACT

Description: The Instructional Aide Program served 2056 pupils in kindergarten and first grade. Funding of the program was made available through the Ohio Disadvantaged Pupil Program Fund of 1988-89.

The goal of the Instructional Aide Program is to provide an educational support program for underachieving pupils. The instructional aides were trained to provide direct instructional service to selected pupils in the classroom setting. Teachers involved with the program were assigned an aide for one-half day and provided direct supervision for the aide. The aides attended inservice training sessions and were provided with supplementary materials and many instructional activities in the areas of oral language, written language, and reading skills.

The Instructional Aide Program was located in 58 buildings with an equivalent of 135 aides serving 199 teachers. The average number of pupils served by an aide was 17.2 in kindergarten, and 20.3 in first grade.

Time Interval: For evaluation purposes, the Instructional Aide Program started October 3, 1988 and continued through April 7, 1989. This interval of time gave 112 days of program instruction. Pupils included in the final pretest-posttest analysis must have attended at least 90 days (80%) during the time period stated above.

Activities: Implementation of the program was accomplished through daily instructional activities to strengthen and extend regular classroom instruction. Emphasis was placed on activities which would increase oral language, written language, and reading in order to enhance those skills needed to be successful in school.

Program Objectives: Objective 1.1 (for kindergarten) and Objective 1.2 (for first grade pupils at or below the Reading Readiness stage) both stated that pupils who attended at least 80% of the program year would show an average gain of at least 1.0 NCE point for every month of instruction, as determined by a nationally standardized achievement test. Objective 2.0 stated that pupils would improve significantly in reading and language arts, as perceived by their teachers. Objective 3.0 was to provide training sessions for participants regarding materials and skills necessary to perform the stated tasks of the instructional aides. The sessions would be perceived as meaningful and helpful by 80% of the participants.

Evaluation Design: The major evaluation effort was accomplished through the collection and analysis of the Oral Comprehension Test of the Comprehensive Tests of Basic Skills, Level A (CTBS;1981) for kindergarten. For first grade the Vocabulary, Word Recognition, and Reading Comprehension subtest of the Metropolitan Achievement Test, Form L (MAT6, 1987) were administered to

determine achievement gains for first grade pupils. Analyses of the data included comparison between pretest and posttest scores in terms of raw scores, grade equivalents, percentiles and NCEs. Locally constructed surveys were used to obtain data from staff involved in the program and the Student Assessment Form was completed by each first grade aide to ascertain the progress of target pupils in reading.

Major Findings/Recommendations: The information collected on the Pupil Census Form indicated that 309 kindergarten pupils and 1793 first grade pupils were pretested and formed the basic group to be served by the project during the 1988-89 school year. The average daily membership in the kindergarten component was 252.4. The average hours of instruction per week was 2.5. The average daily membership in the first grade component was 1528.8. The average hours of instruction per week was 2.8.

The attendance criterion was met by 154 kindergarten pupils, or 49.8% of the 309 pupils served. Of these, 136 pupils received both administrations of the achievement test. The attendance criterion was met by 1136 first grade pupils, or 62.8% of the 1793 pupils served. Of these, 767 pupils received both administrations of the achievement test.

A review of the kindergarten component indicated that (except for one criterion) the program objectives were achieved for the 1988-89 school year. There was evidence that all the criteria specified except Criterion 2.1 in the evaluation design were achieved. In particular, an analysis of the pretest-posttest achievement data for the 136 pupils in the evaluation sample showed an average NCE gain of 2.2 per month for the 5.6 month project period. Data indicated Criterion 2.1 called for evidence that 80% of the teachers would perceive that pupils progress in reading and language arts would be directly attributable to the instructional aide. Overall, response indicated the criterion was not attained, but did indicate areas of success and those which should be considered in future program planning.

A review of the data for the first grade component indicated that all the objectives of the program except one (Objective 1.2) were achieved for the 1988-89 school year. Objective 1.2 called for an average gain of 1.0 NCE for each month of the program. Due to the inappropriateness of the pretest and posttest levels, the MAT6 results may not reflect true pupil performance for certain programs and groups of pupils and are therefore not being reported here. While the level of achievement did not occur to the degree anticipated, teacher ratings would appear to indicate that the reading skills of target pupils were substantially enhanced through direct interaction with the instructional aide. In addition, an assessment of basal reading level growth showed that more than one-half of the pupils gained four or more basal levels.

Considering the basic importance of reading skills to the educational process, as well as the major role that a lack of such skills play in inhibiting the progress of underachieving students, efforts to improve the effectiveness of the whole language approach to reading instruction should be encouraged. The present program, having demonstrated effectiveness by improving the reading skills of underachieving pupils, should be continued. The training of aides, however, should continue to be both intensive and extensive with inservice training sessions provided early in the school year in order to strengthen instructional and motivational skills that would result in growth to reading comprehension, with emphasis on the whole language approach to instruction. A mid-year inservice to review skills for all aides would help to enhance program continuity and encourage aides in their efforts to fulfill program goals. The roles of the instructional team members need to be clearly defined with emphasis upon joint planning, communication, and cooperation.

Ohio Disadvantaged Pupil Program Fund

FINAL EVALUATION REPORT
ADAPTATION OF CURRICULUM, INSTRUCTIONAL METHODS, AND MATERIALS COMPONENT
INSTRUCTIONAL AIDE PROGRAM

July 1989

Program Description

The goal of the Instructional Aide Program is to provide an educational support program for underachieving pupils. The instructional aides were trained to provide direct instructional service to selected pupils in the classroom setting. Teachers involved with the program were assigned an aide for one-half day and provided direct supervision for the aide. The aides attended inservice training sessions and were provided with supplementary materials and many instructional activities in the areas of oral language, written language, and reading skills. The aides were also provided assistance whenever needed by two program coordinators who regularly visited the aides at their schools and prepared and presented some of the inservice programs to the aides.

The Instructional Aide Program was located in 58 buildings with 135 aides serving 199 teachers. The first grade aides program was located in 58 buildings with an equivalent of 88.5 aides serving 181 teachers. The kindergarten program was conducted in 10 buildings with an equivalent of 16 aides serving 18 teachers. The buildings served by the program are listed below.

Schools Served by the
Instructional Aide Program

Arlington Park	Eakin	Innis	Pilgrim
Avondale*	East Columbus	Kent	Reeb
Beck*	Eastgate	Koebel	Salem
Binns	East Linden	Leawood	Scioto Trail
Broadleigh	Fair	Lincoln Park*	Second*
Burroughs	Fairmoor	Linden	Siebert
Cassady	Fifth	Livingston*	South Mifflin
Cedarwood	Franklinton	McGuffey	Southwood
Clarfield	Georgian Hts.	Main*	Stockbridge
Clinton	Hamilton	Maize	Sullivant*
Como	Heyl	Medary	Trevitt*
Cranbrook	Highland	Moler	Weinland Park*
Dana*	Hubbard	North Linden	West Broad
Deshler	Hudson	Ohio	Westgate
			West Mound
			Windsor

* Schools with both kindergarten and first grade aides

Evaluation Objectives

The following objectives provided direction for the program components:

Objective 1.0 Given the opportunity to participate for at least 80% of the measured period of instruction, kindergarten pupils will show an average gain in reading of 1.0 normal curve equivalent (NCE) point for every month in the program as determined by a nationally standardized reading achievement test.

Objective 1.1 Given the opportunity to participate for at least 80% of the measured period of instruction, first grade pupils identified as being at the reading readiness stage of development or below in September 1988 and selected for the program will show an average gain in reading of 1.0 NCE point for every month in the program as determined by a nationally standardized reading achievement test.

Objective 2.0 Given service of an instructional aide in the classroom, 80% of the teachers will perceive that pupils receiving instructional assistance by the aide improved significantly in reading and language arts as a direct result of that service.

Criterion 2.1 Evidence of pupil improvement in reading and language arts as a result of the services of the aides as adjudged by the classroom teachers.

Objective 3.0 To provide meaningful training sessions for participants regarding materials and skills necessary to perform the stated tasks of the instructional aides.

Criterion 3.1 Evidence that 80% of the participants perceived each training session to be meaningful.

Criterion 3.2 Evidence that 80% of the participants perceived the content of the training sessions as helpful in the classroom setting.

Pupils were observed in September 1988 and were selected for service. The treatment period for evaluation purposes was 112 days, from October 3, 1988 to April 7, 1989.

Evaluation Design

The evaluation design provided for the collection of data in five areas of program operation. Except for the standardized achievement tests, the instruments used to collect the data are found in the Appendix.

1. Standardized Achievement Test Information

The Oral Comprehension test of the Comprehensive Tests of Basic Skills, Level A (CTBS, 1981), was used to determine kindergarten pupil achievement gains. For grade one the Vocabulary, Word Recognition, and Reading Comprehension subtests of the Metropolitan Achievement Test, Form L (MAT6, 1985) were administered to determine first grade pupils achievement gains. In both kindergarten and grade one, the pretest was administered the week of September 26, 1988, and the posttest was administered the week of April 10, 1989.

2. Pupil Census Information

A Pupil Census Form (locally constructed) was completed by program teachers and aides for each pupil served to provide the following information: days of program enrollment, days of program attendance, and hours of instruction per week. Also asked were questions regarding the pupil's involvement in the Chapter 1 CLEAR program and if the pupil was non-English speaking. Collection of these forms was completed in April 1989 (see p. 35, Appendix).

3. Classroom Teacher Survey Information

The Classroom Teacher Survey was completed by the teachers to whom aides were assigned. The purpose of the instrument was to obtain teachers' perceptions of: (a) impact of the aides' services on the pupils' reading skills, and (b) various aspects of the functioning of the program in the classroom. The locally developed survey was administered during May 1989. A copy of the Classroom Teacher Survey can be found on p. 31-32 and 36-37, Appendix A and B.

4. Inservice Evaluation Information

Sixteen inservice training sessions were provided for the instructional aides throughout the school year. At the end of each session, the aides were asked to rate the value of the session by completing the Instructional Aide Program Training Survey (p. 30). Finally, during early May 1989, the Instructional Assessment Instrument (pp. 33-34 and 38-39) was sent to all instructional aides in order that they could assess the degree to which the content of the training sessions were adjudged to be of help in fulfilling their responsibilities in the classroom. Dates and topics of inservice meetings were as follows:

Date	Topic
Aug. 24, 1988	Pre-Service Conference
Sept. 1, 1988	Child Growth and Development/Classroom Management
Sept. 6, 1988	Special Conference at the Hyatt Regency
Sept. 8, 1988	Introduction to Resource Guide-Concepts about Print
Sept. 13, 1988	Manuscript
Sept. 15, 1988	Manuscript Practice
Sept. 20, 1988	Early Reading Strategies
Sept. 22, 1988	Writing/Lesson Plan Development and Effective Record Keeping
Sept. 27, 1988	Children's Literature
Sept. 29, 1988	Basal Reading Program, Levels 1-6
Oct. 4, 1988	Storytelling
Oct. 6, 1988	Teaching Early Reading Strategies
Oct. 11, 1988	Reading Recovery Program Techniques
Nov. 8, 1988	Demonstration of Good Teaching Strategies
Nov. 10, 1988	Demonstration of Good Teaching Strategies
Nov. 17, 1988	Demonstration of Good Teaching Strategies

5. Student Assessment Form

A Student Assessment Form was completed by the program teacher and aide for each selected first grade classroom served. The purpose of the instrument was to obtain information regarding the reading progress of each pupil enrolled in May. The instrument provided a classroom list of program pupils and provided a space for teachers to enter the following information for each pupil: reading series and/or program employed for instruction, fall and spring basal reading levels, grade promotion status, and Chapter 1 service status. Collection of these forms was completed in May 1989 (see p.40, Appendix B).

Major Findings

Kindergarten Component

The Pupil Census Form data indicated that 309 pupils were served by the project during the 1988-89 school year. The average number of pupils served during the year by the 16 aides was 17.2. The average daily membership (ADM) in the kindergarten component was 252.4. The average hours of instruction per week was 2.5.

First priority for pupil selection was given to underachieving pupils not served by Chapter 1 All Day Kindergarten (ADK). Second priority for selection was at the option of the classroom teacher to include underachievers who were also being served in Chapter 1 ADK. Of the 309 pupils who were served by the program, 110 (35.6%) were also served in Chapter 1 ADK.

The information collected on the Pupil Census Form is summarized in Table 1. The number of pupils fulfilling the requirement of attending 80% (90) of the project days was 154 (49.8%) out of a total of 309 pupils served by the project. The pretest-posttest analysis included 136 pupils out of the 154 pupils who took both the pretest and the posttest and met the 80% attendance criterion.

The results of the analysis of pretest-posttest achievement data for raw score minimums, maximums, averages, and standard deviations are shown in Table 2. The achievement test used was the Oral Comprehension Test of The Comprehensive Tests of Basic Skills (CTBS, 1981), Level A. The achievement data in Table 2 indicate that the average change in raw score from the pretest to the posttest was 3.0 items for the 136 pupils who took both the pretest and posttest.

The results of the analysis of pretest-posttest achievement data for percentile minimums, maximums, medians and standard deviations are shown in Table 3. The median percentile for the pretest was 17.5, while the median percentile for the posttest was 36.

Table 1
Number of Pupils Served, Averages for Days of Enrollment, Days of Attendance, Daily Membership and Hours of Instruction Per Week, and Pupils Attending 80% of Days
Reported by Grade Level
1988-89

Grade	Pupils Served	Girls	Boys	Average Days of Enrollment	Average Days of Attendance	Average Daily Membership	Average Hrs. of Inst. Per Pupil Per Week	Pupils Attending 80% of Days
K	309	143	166	91.5	78.1	252.4	2.5	154

Table 2
Minimum, Maximum, Average, and Standard Deviation of the Pretest and Posttest Raw Scores
Reported by Grade Level
1988-89

Grade	Number of Test Items	Number of Pupils	Pretest Min.	Pretest Max.	Pretest Average Correct	Pretest Standard Deviation	Posttest Min.	Posttest Max.	Posttest Average Correct	Posttest Standard Deviation	Average Change
K	15	136	2	14	7.7	2.2	3	15	10.7	2.4	3.0

The presentation of achievement data thus far includes results from the analysis of raw scores and percentiles. Raw scores are equal units of measurement but can only provide a limited interpretation of achievement data. Percentiles provide comparative information but are not equal units of measure. Caution is advised in drawing conclusions about program impact from any of the scores above. Normal curve equivalents (NCEs) are generally considered to provide the truest indication of student growth in achievement, since they provide comparative information in equal units of measurement.

Data for NCEs are presented in Table 4. The results of the analysis of the pretest-posttest achievement data for the 136 pupils meeting the 80% attendance criterion and who took both the pretest and posttest indicated an average growth of 12.3 NCEs or 2.2 NCEs per month for the 5.6 month period. Objective 1.0 was therefore achieved for the kindergarten component of the Instructional Aide Program.

Table 5 contains data related to changes in NCE scores for three ranges: (a) no improvement in NCE scores (0.0 or less), (b) some improvement in NCE scores (0.1 to 6.9), and (c) substantial improvement in NCE scores (7.0 or more). The data indicate that 102 (75.0%) pupils made gains in NCE scores. More specifically, 85 (62.5%) made substantial improvement and 17 (12.5%) made some improvement in NCE scores, and 34 (25.0%) made no improvement.

In May the teachers participating in the program were surveyed to evaluate their perceptions of the impact of the services of the aides on kindergarten pupils' reading readiness skills. Of the 18 teachers surveyed, 13 (72.2%) returned the survey. The first part of the survey asked the teachers to respond to eight statements concerning the performance of the instructional aide as well as the adequacy of the CTBS testing instrument. The second part of the survey asked the teachers to respond to 11 statements concerning the degree of progress by target pupils which could be attributed to the efforts of the instructional aide. The third part of the survey asked teachers to indicate the number of pupils retained, the number that might have been retained were it not for the services of the instructional aide, and the number of non-target group pupils retained. The teachers responded to the items in Part 1 and 2 using a 5-point rating scale of (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly Agree. Tables 6, 7,and 8 contain a summary of responses to the three parts of the survey (see p. 31-32, Appendix A).

The data indicated 9 (69.3%) of the teachers were in agreement with item 1 (Table 6) regarding the degree of pupil success being attributable to the instructional aide, with 70.9% of the teachers agreeing to the aides overall level of performance contributing to pupils progress. Teacher ratings were generally below the 80% criterion stated in the objective and is a clear indication that Criterion 2.1 specified in Objective 2.0 was not attained. While the criterion was not achieved, as indicated by teacher ratings, normative data indicated pupil's achievement did occur as anticipated.

Of the 13 teachers responding to item 6, 8 indicated that the CTBS was not an accurate measure of reading readiness; the other teachers were unsure (3) or agreed (2) with the accuracy of the measure. Response to items 5 and 7 indicated that during readiness activities aides related well to pupils and that test instructions were adequate.

Table 3
Minimum, Maximum, Median, and Standard Deviation
of the Pretest and Posttest Percentiles
Reported by Grade Level
1988-89

Grade	Number of Pupils	Pretest				Posttest			
		Min.	Max.	Median Percentile	Standard Deviation	Min.	Max.	Median Percentile	Standard Deviation
K	136	3	89	17.5	18.9	1	96	36	27.1

Table 4
Minimum, Maximum, Average, and Standard Deviation of the
Pretest and Posttest Normal Curve Equivalents (NCE)
Reported by Grade Level
1988-89

Grade	Number of Pupils	Pretest				Posttest				Average Change
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	
K	136	12	75	31.4	13.9	1	88	43.6	19.1	12.3

Table 5
Changes in Normal Curve Equivalents (NCE) Scores
for Kindergarten Pupils
1988-89

	Pupils in Sample	No Improvement (0.0 or less)	Some Improvement (0.1 to 6.9)	Substantial Improvement (7.0 or more)
Number of Pupils	136	34	17	85
% of Pupils		25.0%	12.5%	62.5%

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Table 6
Average Response and Percent of Responses to
Part 1 of the Classroom
Teacher Survey (Kindergarten)

Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
1. The overall readiness to read of pupils in the target group has improved significantly as a direct result of interacting with the instructional aide.	13	3.6	15.4	7.7	7.7	38.5	30.8
2. The instructional materials made by the aide were useful in working with children.	13	3.9	7.7	7.7	7.7	38.5	38.5
3. The instructional aide has a basic understanding of how kindergarten pupils begin to read.	13	3.8	15.4	0.0	7.7	46.2	30.8
4. The Resource Guide and Handbook developed for the program has been of great value to the aide in helping pupils.	13	3.6	0.0	7.7	23.1	69.2	0.0
5. During readiness activities, the instructional aide relates well to the pupils.	12	4.2	8.3	0.0	8.3	33.3	50.0
6. The CTBS test instrument seemed to be an accurate measure of reading readiness.	13	2.6	7.7	53.8	23.1	7.7	7.7
7. The instructions given to complete the CTBS testing process were adequate.	13	4.1	0.0	0.0	7.7	76.9	15.4
8. The time alloted for testing was adequate.	13	3.9	0.0	7.7	7.7	69.2	15.4

Note. Ratings were based on the following scale:
SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Overall, 72.5% of the ratings by teachers attributed pupil progress to the instructional aide as indicated by the ratings of the 11 skill areas which are listed in Table 7. The average rating was 3.1 (3 is Undecided and 4 Agreement).

The teachers agreed that aides made a significant contribution to pupils in 3 of the 11 areas surveyed. Twelve teachers (92.3%) indicated that aides did help pupils to progress in writing letters of the alphabet, their name, and numbers; ten (83.3%) perceived aides to help pupils recognize basal words from the Ginn series. The ratings indicated the revised Resource Guide and Handbook was not valued to the degree expected. It should be noted that the first grade handbook was revised but not the one for kindergarten. The revised first grade Resource Guide and Handbook was utilized for instructional purposes in the joint kindergarten/first grade training sessions periodically throughout the year and on occasion referred to in the kindergarten-specific inservice meetings. The use of the handbook was based on the assumption that information shared, regarding the whole language approach to instruction, was applicable to all in attendance. Process data indicated aides did not perceive the content of the training sessions to be as helpful in the kindergarten classroom as expected.

Teacher responses to part three of the survey, Table 8, indicated that only two target pupils were retained this year; a total of 11 additional pupils might have been retained were it not for the services of the instructional aides, and one non-target pupil was retained as judged by those teachers responding. The data indicated that an average of 1.3 pupils per teacher were probably promoted and were not retained as a result of having additional instructional support by each instructional aide.

The data indicate that Criterion 2.1 specified in Objective 2.0 was not achieved. Teacher ratings were not as positive as had been anticipated and would appear to suggest several areas of concern for future consideration in program planning: the adequacy of the CTBS as an accurate measure of reading readiness was of great concern.

During the year, a series of 16 inservice sessions was provided for the kindergarten and first grade instructional aides. At the end of each session, the aides were asked to rate the value of the session by completing the Instructional Aide Program Training Survey (see p. 30, Appendix A). The overall evaluation of the content presented at the session is summarized in Table 9. The evidence shows that the aides perceived the inservice sessions to be very informative, interesting, and worthwhile. Thus, Criterion 3.1 was achieved.

In May 1988, the Instructional Assessment Instrument was sent to the kindergarten instructional aides. The purpose of this instrument was to assess the value of the inservice after the aides had an opportunity to apply the inservice training and materials in the classroom. The aides were asked to respond to 13 statements by circling (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly Agree (see p. 33-34, Appendix A). Of the 18 aides, 14 (77.8%) returned the survey. Table 10 contains the findings. The evidence outlined in Table 10 shows that Criterion 3.2 was attained. Overall, there was a 80.7% positive response of the 13 statements regarding the value of inservice listed in Table 10. While aides' ratings were as positive as anticipated, they did appear to highlight areas of concern for future consideration in program planning (i.e., the perceived helpfulness of inservice training sessions for kindergarten aides and the utilization of the Resource Guide and Handbook).

Table 7
Average Response and Percent of Responses to
Part 2 of the Classroom
Teacher Survey (Kindergarten)

Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
1. Relate and share experiences and stories in correct sequence	13	3.5	7.7	15.4	15.4	38.5	23.1
2. Write the letters of the alphabet	13	4.1	7.7	0.0	0.0	61.5	30.8
3. Write their names and numbers (1-20)	13	4.2	7.7	0.0	0.0	46.2	46.2
4. Deliver oral messages correctly	13	3.5	7.7	15.4	7.7	53.8	15.4
5. Listen and respond to stories, poems, plays and other literary forms	13	3.8	15.4	0.0	7.7	46.2	30.8
6. Recall details, stories	13	3.7	7.7	7.7	7.7	61.5	15.4
7. Differentiate likes, similarities, shapes, sizes, facts and fantasies	13	3.8	7.7	7.7	0.0	61.5	23.1
8. Know the sounds of single consonants	13	3.5	7.7	15.4	7.7	53.8	15.4
9. Match words to pictures	13	3.5	7.7	7.7	23.1	46.2	15.4
10. Understand the main idea	13	3.5	7.7	7.7	30.8	38.5	15.4
11. Recognize basal words from the Ginn reading series	12	4.2	8.3	0.0	8.3	33.3	50.0

Note. Ratings were based on the following scale:
SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Table 8
Average Response and Percent of Responses to
Part 3 of the Classroom
Teacher Survey (Kindergarten)

Item	Number of Teachers	Number of Pupils	Average Number of Students
1. How many instructional aide program target pupils are you retaining this year because of reading deficiences?	13	2	0.2
2. How many additional instructional aide program target pupils might you have retained, because of reading deficiencies, were it not for the services of the instructional aide?	13	11	0.8
3. How many non-target group pupils are you retaining this year?	13	1	0.1

Table 9
Instructional Aides' Responses Relating to the
Sixteen Inservice Sessions

Content Presented Was	N	Percent
a. Very Informative	670	85.2
Informative	114	14.5
Not Informative	2	0.3
b. Very Interesting	613	79.2
Interesting	155	20.0
Not Very Interesting	6	0.8
c. Very Worthwhile	646	83.7
Worthwhile	123	15.0
Not Worthwhile	3	0.4

Table 10
Average Response and Percent of Responses
for Part 1 of the Instructional Assessment
Instrument (Kindergarten)

Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
1. As a result of the inservice training sessions, I have a greater understanding of how kindergarteners get ready to read.	14	4.3	7.1	0.0	0.0	42.9	50.0
2. The inservice training sessions have helped me to effectively participate in the reading readiness activities which are conducted in a kindergarten classroom.	14	4.1	7.1	7.1	0.0	42.9	42.9
3. As a result of the inservice training sessions, I have a better understanding of the concerns and responsibilities that a kindergarten teacher has toward the beginning instruction of reading.	14	4.2	7.1	7.1	0.0	28.6	57.1
4. The topics presented in the inservice training sessions were helpful to me in understanding my job in the classroom.	14	3.7	7.1	21.4	0.0	35.7	35.7
5. I understand how the Ginn reading series is to be used at the kindergarten level.	14	4.4	0.0	7.1	0.0	42.9	50.0
6. During the inservice training sessions, I learned many activities and instructional methods which may be used in the instruction of reading with kindergarten pupils.	14	3.6	0.0	28.6	0 0	50.0	21.4
7. These inservice sessions have made me aware of the instructional resources made available by our school system.	14	4.1	0.0	7.1	0.0	64.3	28.6

Note. Ratings were based on the following scale:
SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Table 10 (Continued)

Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
8. After the inservice training sessions, I felt prepared to assist children in learning to read.	14	3.9	7.1	7.1	0.0	57.1	28.6
9. I shared information from the inservice training sessions with the kindergarten teacher(s) to whom I am assigned.	14	4.6	0.0	7.1	0.0	21.4	71.4
10. The teacher(s) I work with has shared ideas and shown me ways to become better at helping pupils learn to read.	13	4.6	0.0	0.0	7.7	23.1	69.2
11. I used the Resource Guide Handbook on at least a weekly basis.	14	3.3	7.1	21.4	14.3	50.0	7.1
12. The Resource Guide and Handbook was very useful to me in the instruction of reading and language arts skills.	14	3.7	7.1	0.0	21.4	57.1	14.3
13. Overall, the Resource Guide and Handbook was very adequate in helping me do my job.	14	3.5	7.1	7.1	28.6	42.9	14.3

Note. Ratings were based on the following scale:
SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

First Grade Component

The Pupil Census Form data indicated that 1793 first-grade pupils were served by the project during the 1988-89 school year. The average number of pupils served during the year by the 88.5 aides was 20.3. The average daily membership (ADM) in the first grade component was 1528.8. The average hours of instruction per week was 2.8.

First priority for pupil selection was given to underachieving pupils not served by Chapter 1 CLEAR. Second priority for selection was at the option of the classroom teacher to include underachievers who were also being served in Chapter 1 CLEAR. Of the 1793 pupils who were served by the program, 499 (27.8%) were also served in Chapter 1 CLEAR. The information collected on the Pupil Census Form is summarized in Table 11. Out of a total of 1793 pupils served by the project, 1136 (63.4%) met the attendance criterion by attending 80% (90) of 112 project days. The pretest-posttest analysis included 767 pupils of the 1136 pupils who took both a pretest and posttest and meet the 80% attendance criterion.

First grade pupils were administered the Vocabulary, Word Recognition, and Reading Comprehension subtest of the Metropolitan Achievement Test, Form L (MAT6, 1985) in the Fall and in the Spring. Due to the inappropriateness of the pretest and posttest levels, the MAT6 results may not reflect true pupil performance for certain programs and groups of pupils. Data are presented here for purpose of making them available to the reader, however, no interpretations are being made. Results of analyses are presented in Tables 11, 12, 13, and 14.

In May, the teachers participating in the program were surveyed to evaluate their perceptions of the impact of the services of the aides on first grade pupils' reading skills. Of the 181 teachers, 115 (63.5%) returned the survey. The first part of the survey asked the teachers to respond to eight statements concerning the performance of the instructional aide as well as the adequacy of the test instrument administered. The second part of the survey asked the teachers to respond to 11 statements concerning the degree of progress by target pupils which could be attributed to the efforts of the instructional aide. The third part of the survey asked teachers to indicate the number of pupils retained, the number that might have been retained this year because of reading deficiencies were it not for the services of the instructional aide, and the number of non-target group pupils retained. The teachers responded to the items in Part 1 and 2 by using a 5-point rating scale of (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly Agree (see p. 36-37, Appendix B). Tables 15, 16, and 17 contain a summary of responses to the three parts of the survey. The teachers' agreement with item 1 is an indication that Criterion 2.1 specified in Objective 2.0 was achieved. While the criterion was achieved, as indicated by teacher ratings, normative data indicate pupil achievement did not occur as anticipated.

Of the teachers responding to item 6, 44.8% (48) indicated that the MAT6 Test was an accurate measure of pupil achievement; 18.7% (20) teachers were undecided and 36.4% (39) perceived the test was not an accurate measure. It should be noted the MAT6 was selected for use during the 1988-89 school year at the request of the Division of Elementary Schools. At the time it was considered to be the best test which matched the districts Course of Study for first grade. The test was previously utilized by the Reading Recovery Program and consequently perceived to be appropriate and worthy of use for all first grade testing in the system. Responses to item 7 indicated that test instructions were adequate. Responses to item 8 indicated that most teachers felt that the time allotted for testing was adequate.

Overall, 85.8% of the teachers attributed pupil progress to the instructional aide as indicated by positive ratings of the 11 skill areas which are listed in Table 16. The average rating was 4.1 (3 is Undecided and 4 Agreement).

Table 11
Number of Pupils Served, Averages for Days of Enrollment, Days of Attendance, Daily Membership and Hours of Instruction Per Week, and Pupils Attending 80% of Days
Reported by Grade Level
1988-89

Grade	Pupils Served	Girls	Boys	Average Days of Enrollment	Average Days of Attendance	Average Daily Membership	Average Hrs. of Inst. Per Pupil Per Week	Pupils Attending 80% of Days
1	1793	763	1030	95.5	85.4	1528.8	2.8	1136

Table 12
Minimum, Maximum, Median, and Standard Deviation of the Pretest and Posttest Percentiles
Reported by Grade Level
1988-89

Grade	Number of Pupils	Pretest Min.	Pretest Max.	Pretest Median Percentile	Pretest Standard Deviation	Posttest Min.	Posttest Max.	Posttest Median Percentile	Posttest Standard Deviation
1	767	11	80	39	8.4	26	89	67	13.4

Table 13
Minimum, Maximum, Average, and Standard Deviation of the
Pretest and Posttest Normal Curve Equivalents (NCE)
Reported by Grade Level
1988-89

		Pretest				Posttest				
Grade	Number of Pupils	Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	Average Change
1	767	1.0	81.1	29.6	9.1	1.0	99.0	28.7	21.7	-0.8

Table 14
Changes in Normal Curve Equivalents (NCE) Scores
for First Grade Pupils
1988-89

	Pupils in Sample	No Improvement (0.0 or less)	Some Improvement (0.1 to 6.9)	Substantial Improvement (7.0 or more)
Number of Pupils		439	81	247
% of Pupils	767	57.2%	10.6%	32.2%

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Table 15
Average Response and Percent of Responses for
Part 1 of the Classroom
Teacher Survey (First Grade)

Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
1. The overall reading and language arts abilities of pupils in the target group improved significantly as a result of interacting with the instructional aide.	109	4.2	2.8	6.4	2.8	46.8	41.3
2. The instructional materials made by the aide were useful in working with children.	109	4.3	2.8	2.8	3.7	40.4	50.5
3. The instructional aide has a basic understanding of how beginning reading and language arts are taught.	109	4.2	4.6	6.4	0.9	41.3	46.8
4. The Resource Guide and Handbook developed for the program has been of great value to the instructional aide in helping pupils.	107	3.9	2.8	5.6	17.8	41.1	32.7
5. During reading and language arts activities, the instructional aide relates well to the pupils.	109	4.4	1.8	3.7	6.4	31.2	56.9
6. The MAT6 test instrument seemed to be an adequate measure of pupil achievement.	107	3.0	14.0	22.4	18.7	38.3	6.5
7. The instructions given to complete the MAT6 testing process were adequate.	109	4.1	0.0	5.5	5.5	66.1	22.9
8. The time allotted for testing was adequate.	109	3.9	1.8	4.6	5.5	69.7	18.3

Note. Ratings were based on the following scale:
SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Table 16
Average Response and Percent of Responses for
Part 2 of the Classroom
Teacher Survey (First Grade)

Items	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
1. Relate and share experiences and stories in correct sequence	113	4.0	2.7	9.7	3.5	52.2	31.9
2. Recognize lower and upper case alphabet letters.	115	4.3	2.6	6.1	2.6	33.0	55.7
3. Write numerals correctly	114	3.9	4.4	9.6	9.6	41.2	35.1
4. Form and space letters and words correctly	114	4.0	3.5	8.8	5.3	47.4	35.1
5. Use manuscript to write words and sentences	114	4.0	3.5	7.9	7.9	44.7	36.0
6. Match words with pictures	114	4.2	2.6	3.5	6.1	43.0	44.7
7. Recognize that words may name people, places, animals, and things	114	4.1	3.5	4.4	7.0	45.6	39.5
8. Recognize that words may be grouped to express a complete thought	114	4.2	3.5	3.5	4.4	50.9	37.7
9. Read certain groups of sentences accurately	113	4.2	2.7	6.2	1.8	43.4	46.0
10. Listen and respond to stories, poems, plays, and other literary forms	113	4.3	0.9	5.3	4.4	42.5	46.9
11. Recognize basal words from the Ginn reading series	113	4.2	1.8	3.5	3.5	51.3	39.8

Note. Ratings were based on the following scale:
SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Table 17
Average Response and Percent of Responses to
Part 3 of the Classroom
Teacher Survey (First Grade)

Item	Number of Teachers	Number of Pupils	Average Response
1. How many Instructional Aide program pupils are you retaining this year because of reading deficiencies?	115	219	1.9
2. How many instructional aide program target pupils might you have retained because of reading deficiencies, were it not for the services of the instructional aide?	115	286	2.5
3. How many non-target group pupils are you retaining this year?	115	55	0.5

On the average 95% of the teachers agreed that aides made a significant contribution to pupils in the area of relating and sharing experiences and stories in correct sequence. Of the 115 teachers responding, 91.1% agreed that aides also made a significant contribution in helping pupils to recognize basal words from the Ginn series.

Teacher responses to Part 3 of the survey, Table 17, indicated that 219 pupils were retained this year and that a total of 286 additional pupils might have been retained this year because of reading deficiencies were it not for the services of the instructional aide as judged by those teachers responding. Fifty-five non-target group pupils were retained this year. The data indicated that an average of 2.5 pupils per teacher were probably promoted and were not retained as a result of having additional instructional support provided by the instructional aide.

While data indicated Criterion 2.1 specified in Objective 2.0 was achieved, one item in Part 2 would seem to indicate that the pupil progress was not as great as anticipated. Teacher ratings would appear to highlight this area of concern for future consideration in program planning (i.e., writing numerals correctly). Concern was also expressed regarding the adequacy of the MAT6 test as an accurate measure of reading achievement.

In May 1988, the Instructional Assessment Instrument was sent to the first grade instructional aides. The purpose of this instrument (see p.38-39, Appendix B) was to assess the value of the inservice after the aides had an opportunity to apply the inservice training and materials in the classroom. The aides were asked to respond to 13 statements by circling (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly Agree. The instrument was returned by 94 (80.3%) of 117 aides surveyed.

The evidence outlined in Table 18 shows that Criterion 3.2 was met. All of the average responses were 4.0 or more (4.0 is Agree). The instructional aides obviously perceived the inservice training sessions as being helpful in the classroom setting, particularly in the adequacy and usefulness of the revised Resource Guide and Handbook.

In an effort to obtain additional information regarding the reading progress of pupils, the Student Assessment Form (SAF) was developed during the 1987-88 school year and distributed in May to all first grade aides (see p. 40, Appendix B). The aide with the assistance of the classroom teacher was asked to respond to five items for each pupil listed. The items included the following: the reading series and/or program employed for instruction, fall and spring reading levels, and the promotion and Chapter 1 service status. Student assessment information was collected for 1516 program eligible pupils. The data indicated that 1326 (87.5%) pupils received instruction using the reading series adopted by the district (i.e., Ginn). Of this number, 1036 (78.1%) met the program criteria for service and are included in these analyses. Tables 19 and 20 contain summaries of the results.

Table 18
Average Response and Percent of Responses for
Aides' Perceptions of the Training Sessions (First Grade)

Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
1. As a result of the in-service training sessions, I have a greater understanding of how first graders learn to read.	94	4.4	0.0	0.0	0.0	57.4	42.6
2. The inservice training sessions have helped me to effectively participate in the reading and language arts activities which are conducted in a first grade classroom.	94	4.4	0.0	1.1	0.0	60.6	38.3
3. As a result of the in-service training sessions, I have a greater understanding of the concerns and responsibilities that a first grade teacher has toward the instruction of reading, and language arts.	94	4.4	0.0	2.1	4.3	50.0	43.6
4. The topics presented in the inservice training sessions were necessary to help define and support my role in the classroom.	93	4.4	0.0	0.0	4.3	55.9	39.8
5. I understand how the Ginn reading series is to be used at the first grade level.	93	4.3	0.0	0.0	5.4	61.3	33.3
6. During the inservice training sessions, I learned many activities and instructional methods which may be used in the teaching of reading and language arts with first grade pupils.	93	4.4	0.0	1.1	1.1	55.9	41.9

Table 18 (Continued)

Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
7. These inservice sessions have made me aware of the instructional resources made available by our school system.	93	4.3	0.0	1.1	3.2	60.2	35.5
8. After the inservice training session, I felt prepared to help children develop and use reading and language arts skills.	94	4.3	0.0	0.0	0.0	67.0	33.0
9. I shared information from the inservice training sessions with the first grade teacher(s) to whom I am assigned.	94	4.3	0.0	2.1	0.0	61.7	36.2
10. The teacher(s) I work with has shared ideas and shown me ways to become better at helping pupils develop and use reading and language arts skills.	92	4.1	1.1	8.7	5.4	53.3	31.5
11. I used the Resource Guide and Handbook on at least a weekly basis.	94	4.1	0.0	5.3	6.4	56.4	31.9
12. The Resource Guide and Handbook was very useful to me in the instruction of reading and language arts skills.	93	4.3	0.0	1.1	4.3	53.8	40.9
13. Overall, the Resource Guide and Handbook was very adequate in helping me do my job.	93	4.5	0.0	0.0	4.3	53.8	41.9

Note. Ratings were based on the following scale:
SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Table 19 presents the distribution of the reading level status of 1036 pupils in the fall and 1034 in the spring. The data indicated that 1006 (97.3%) of the pupils progressed beyond the reading readiness level. The school system generally considers first grade pupils having completed the third preprimer as eligible for promotion. The data also indicated 416 (40.2%) of the pupils who read at the readiness level in the fall were still reading in one of the three preprimers in the spring. Those first grade pupils reading beyond the third preprimer level were considered to be reading closer to grade level and eligible for promotion to second grade. Of the 1034 pupils, 618 (59.8%) pupils were able to reach this level of attainment.

Table 19

Distribution of Fall and Spring Reading Levels
for Program Eligible First Grade Pupils
Using the District Adopted Reading Series
1988-89

Basal Reading Level	Fall		Spring	
	Frequency	Percent	Frequency	Percent
Below Reading Readiness	204	19.7	11	1.1
Reading Readiness	832	80.3	17	1.6
First Pre-primer			41	4.0
Second Pre-primer			76	7.3
Third Pre-primer			271	26.2
Beyond Third Pre-primer			618	59.8

In Table 20, the distribution of reading level growth is summarized. Of the 1034 pupils in the analysis, 993 (96.0%) showed growth of two or more reading levels, and 664 (64.2%) showed growth of four or more reading levels.

Table 20

Distribution of Reading Level Growth
for Program Eligible First Grade Pupils
Using the District Adopted Reading Series

Categories of Reading Level Growth	Frequency	Percent
- Level	3	0.3
No Level	13	1.3
One Level	25	2.4
Two Levels	90	8.7
Three Levels	239	23.1
Four Levels	464	44.9
Five Levels or More	200	19.3

Summary/Recommendations

Kindergarten Component

The kindergarten component of the Instructional Aide Program provided an educational program for kindergarten pupils who were underachievers in reading. The program was conducted in 10 schools with an equivalent of 16 aides serving 309 pupils and 18 teachers. The instructional aides attended 16 half-day inservice training sessions during the school year with emphasis on the whole language approach to instruction.

A review of the data presented herein indicates that (except for one criterion) all program objectives were achieved for the 1988-89 school year. In particular, an analysis of the pretest-posttest achievement data for the 136 pupils who met the 80% attendance criterion and who took both the pretest and posttest showed an average NCE gain of 2.2 per month for the 5.6 month project period, doubling the expected rate of growth. There is evidence which indicates that all the criteria specified in the evaluation design except Criterion 2.1 were achieved. Criterion 2.1 called for evidence that teachers would perceive that target pupils improved significantly in reading and language arts as the result of receiving assistance from aides; teacher ratings in this regard were well below those made during the past five years and the lowest in the history of the program.

Process evaluation indicated a few teachers were greatly dissatisfied with their project team arrangement and were highly desirous of a change. The survey highlighted areas of specific concern for future program consideration (i.e., the perceived adequacy of the CTBS as an accurate measure of reading, the degree of perceived pupil progress attributed to aides' instruction, and the use of the Resource Guide and Handbook). It should be noted, the revised first grade Resource Guide and Handbook was utilized for instructional purposes in the joint kindergarten/first grade training sessions periodically throughout the year. The use of the handbook was based on the assumption that information shared regarding the whole language approach to instruction was applicable to all in attendance. Some kindergarten-specific training sessions were provided. However, process data and survey responses indicated aides did not perceive the content of the training sessions to be as helpful in the kindergarten classroom as expected, i.e., equipping them with needed instructional activities, understandings, and methods to be used in language based instruction.

Considering the success of the present program in achieving the prescribed objectives for the 1988-89 school year, as well as the basic importance of reading to the future academic success of pupils, the present program should be continued. The training of aides, however, should continue to be both intensive and extensive with inservice training sessions provided early in the school year to strengthen instructional skills. These sessions should be directed to the kindergarten level and should incorporate sound developmental principals of learning, particularly in those areas highlighted in the Teacher Survey and the Aides Assessment. The roles of the instructional team members need to be clearly defined with emphasis upon joint planning, communication, and cooperation.

First Grade Component

The first grade component of the Instructional Aide Program continued to provide an educational program for first grade pupils who were underachievers in reading. The program was conducted in 58 schools with the equivalent of 88.5 aides serving 1793 pupils and 181 teachers. The instructional aides attended a series of 16 half-day inservice training sessions in the fall. These sessions focused on a number of topics which were designed to increase the effectiveness of each aide in the classroom with emphasis on the whole language approach to instruction.

A review of the data presented herein indicates that all the objectives of the program except one (Objective 1.2) were achieved for the 1988-89 school year. Objective 1.2 stated that pupils who attended at least 80% of the program year would show an average gain of at least 1.0 NCE point for every month of instruction, as determined by a nationally standardized achievement test. Due to the inappropriateness of the pretest and posttest levels, the MAT6 results may not reflect true pupil performance for certain programs and groups of pupils and therefore are not reported here. While the level of achievement may not have occurred to the degree anticipated, teacher ratings would appear to indicate that the reading skills of target pupils were substantially enhanced through direct interaction with the instructional aide. In addition, an assessment of basal reading level growth showed that more than 60% of the pupils gained four or more basal levels. The success of this program reaffirms that instructional aides with appropriate training and directed classroom service may be effectively employed by first-grade teachers to improve reading skills of underachieving pupils.

Considering the basic importance of reading skills to the educational process, as well as the major role that a lack of such skills play in inhibiting the progress of underachieving pupils, efforts to improve the effectiveness of reading instruction should be encouraged. The present program, having demonstrated effectiveness by improving the basal reading level growth of underachieving pupils, should be continued. The training of aides, however, should continue to be both intensive and extensive with inservice training sessions provided early in the school year in order to strengthen instructional and motivational skills that would result in growth in reading comprehension, with emphasis on the whole language approach to instruction. A mid-year inservice to review skills for all aides would help to enhance program continuity and encourage aides in their efforts to fulfill program goals. The roles of the instructional team members need to be clearly defined with emphasis upon joint planning, communication, and cooperation.

Evaluation data and information obtained through the evaluation process suggested that the success of the program could be increased if action was taken on the following items.

1. Efforts should be made to select a more appropriate test found to be effective for use at grade one, with strong consideration being given to the type of pupils who meet program criterion.

2. When and where possible, the project evaluator and coordinators should increase project classroom visitation to ascertain the degree of program implementation and to answer questions regarding the program and its evaluation. These visits would provide valuable feedback regarding the status of program goals, objectives, implementation of instructional activities, and evaluation procedures.

3. From visitation and discussion with project personnel, there were probably more pupils served during the 1988-89 school year than what the data indicate. Collection of data has improved over the years, but there is still a need for more accurate accounting. When and where possible, the project evaluator should be provided the opportunity, as needed, to reacquaint aides with appropriate evaluation procedures at the close of inservice meetings. More input would enhance the collection of demographic data on pupils served and encourage the documentation of records for each pupil served regardless of service duration.

4. Provide teachers and the aides with a clear understanding of their roles and responsibilities in regards to instructional objectives and program goals that should be worked toward in the classroom, especially in the areas of improving reading comprehension as appropriate at both grade levels, with emphasis upon the whole language approach to instruction. Where possible, clarify the function of the classroom teacher and aide as members of the instructional team.

5. Provide an inservice program to broaden the base of instructional skills as reflected in the survey results (i.e., effective utilization of the Resource Guide and Handbook), reinforce communication skills acquired and enhance classroom planning. The improvement of reading comprehension as related to the whole language approach to instruction should be a major focus of the inservice program as appropriate at both grade levels, with a mid-year inservice for all aides to encourage and enhance program continuity.

6. Measures should continue to be taken to insure the stability of a trained instructional aide staff. While the turnover rate of instructional aides has been reduced, there is still a need to provide trained aides for positions vacated throughout the school year. Maintaining trained and only retaining competent aides would enhance program achievement and continuity.

References

CTB/McGraw-Hill Staffwriters. (1981). Comprehensive Test of Basic Skills. Monterey, California: CTB/McGraw-Hill.

Appendix A

Kindergarten Component

Columbus Public Schools
DPPF Instructional Aide Program

PREOPENING CONFERENCE EVALUATION FORM
August 24, 1988

Please check (✓) one in each column:

Component		Years of Experience in Inst. Aide Prog.
___Kdgn.	___Principal	___(1st Year)
___1st Grade	___Teacher	___(2nd Year)
___Other (specify)	___Instruc. Aide	___(3rd Year)
_____	___Other (specify)	___More
	_____	

Instructions: Answer the question below by putting a check ( ) in the space that best shows your opinion.

1. The content presented at today's session was:

   a. very informative ___
      informative ___
      not informative ___

   b. very interesting ___
      interesting ___
      not very interesting ___

   c. very worthwhile ___
      worthwhile ___
      not worthwhile ___

2. Was the length of the session adequate for presentation of the subject area(s)?

   Yes____ No____ Explain_____

   _____

3. Was there sufficient opportunity for questions and answers?

   Yes____ No____ Explain_____

4. Were questions answered? Yes___ No___ Explain_____

   _____

5. What changes do you suggest for improving today's session?_____

   _____

6. What subject areas do you recommend for future sessions?_____

   _____

Columbus Public Schools
DPPF Instructional Aide Program
1988-89
INSTRUCTIONAL AIDE PROGRAM TRAINING SURVEY

Date: _____ (month, day, year)

Component: ____Kdg. ___1st Grade

Subject Area(s)_____

Presenter(s)_____

Please check (✓) one:
___Principal
___Teacher
___Instructional Aide

Please check (✓) one:
Years of Experience in the Inst. Aide Program
___(1st Year)
___(2nd Year)
___(3rd Year)
___(More)

Instructions: Answer the question below by putting a check (✓) in the space that best shows your opinion.

1. The content presented at today's session was:

   a. very informative ___
      informative ___
      not informative ___

   b. very interesting ___
      interesting ___
      not very interesting ___

   c. very worthwhile ___
      worthwhile ___
      not worthwhile ___

2. Was the length of the session adequate for presentation of the subject area?

   Yes____ No____ Explain_____

_____

3. Was there sufficient opportunity for questions and answers?

   Yes____ No____ Explain_____

   Were questions answered? Yes___ No___ Explain_____

_____

4. What changes do you suggest for improving today's session?_____

_____

5. What subject areas do you recommend for future sessions?_____

_____

EVALSRVCS/P518/IAPTRSUv

Columbus Public Schools
Instructional Aide Program (Kindergarten)
1988-89

CLASSROOM TEACHER SURVEY

The Classroom Teacher Survey of the Instructional Aide Program is designed to evaluate your perceptions of the overall aide program. Please complete the following survey and return it by school mail no later than May 12, 1989. Thank you.

Part 1. Listed below are statements regarding the Instructional Aide Program. Please circle the one response that best describes your feelings about each statement. Responses are (SA) Strongly Agree, (A) Agreement, (U) are Undecided, (D) Disagree or (SD) Strongly Disagree.

1.	The overall readiness to read of pupils in the target group has improved significantly as a direct result of interacting with the instructional aide.	SA	A	U	D	SD
2.	The instructional materials made by the aide were useful in working with children.	SA	A	U	D	SD
3.	The instructional aide has a basic understanding of how kindergarten pupils begin to read.	SA	A	U	D	SD
4.	The Resource Guide and Handbook developed for the program has been of great value to the aide in helping pupils.	SA	A	U	D	SD
5.	During readiness activities, the instructional aide relates well to the pupils.	SA	A	U	D	SD
6.	The CTBS instrument seemed to be an adequate measure of reading readiness.	SA	A	U	D	SD
7.	The instructions given to complete the CTBS testing process were adequate.	SA	A	U	D	SD
8.	The time alloted for testing was adequate.	SA	A	U	D	SD

Part 2. Please indicate the degree to which progress was experienced by target group pupils in reading and language arts which can be attributed to the efforts of the instructional aide. Please circle the one response that best describes your feelings about each statement. Responses are (SA) Strongly Agree, (A) Agree, (U) are Undecided, (D) Disagree or (SD) Strongly Disagree.

As the result of the efforts of the instructional aide, target group pupils are better able to:

1.	Relate and share experiences and stories in correct sequence	SA	A	U	D	SD
2.	Write the letters of the alphabet	SA	A	U	D	SD
3.	Write their names and numbers (1-20)	SA	A	U	D	SD
4.	Deliver oral messages correctly	SA	A	U	D	SD
5.	Listen and respond to stories, poems, plays and other literary forms	SA	A	U	D	SD
6.	Recall details and stories	SA	A	U	D	SD
7.	Differentiate likes, similarities, shapes, sizes, facts and fantasies	SA	A	U	D	SD
8.	Know the sounds of single consonants	SA	A	U	D	SD
9.	Match words to pictures	SA	A	U	D	SD
10.	Understand the main idea	SA	A	U	D	SD
11.	Recognize basal words from the Ginn reading series	SA	A	U	D	SD

Part 3. Listed below are questions regarding the impact of the instructional aide on the progress of target pupils. Please indicate your response by recording the appropriate number.

1. How many <u>instructional aide program target pupils</u> are you retaining this year because of reading deficiencies?_____

2. How many additional <u>instructional aide program target pupils might you have retained</u>, because of reading deficiencies, were it not for the services of the instructional aide?_____

3. How many non-target group pupils are you retaining this year?_____

Columbus Public Schools
Instructional Aide Program (Kindergarten)
1988-89

INSTRUCTIONAL AIDE ASSESSMENT INSTRUMENT

The Instructional Aide Assessment of the Kindergarten Instructional Aide Program is designed to evaluate your perceptions of this program. Please complete the following assessment and return it by school mail no later than May 12, 1989. Thank you.

Part 1. Please respond to the following statements by circling one response which best indicates whether you (SA) Strongly Agree, (A) Agree, (U) are Undecided, (D) Disagree, or (SD) Strongly Disagree with each statement.

1. As a result of the inservice training sessions, I have a greater understanding of how kindergarteners get ready to read.	SA	A	U	D	SD
2. The inservice training sessions helped me to effectively participate in the reading readiness activities which are conducted in a kindergarten classroom.	SA	A	U	D	SD
3. As a result of the inservice training sessions, I have a better understanding of the concerns and responsibilities that a kindergarten teacher has toward the beginning instruction of reading.	SA	A	U	D	SD
4. The topics presented in the inservice training sessions were helpful to me in understanding my job in the classroom.	SA	A	U	D	SD
5. I understand how the Ginn reading series is to be used at the kindergarten level.	SA	A	U	D	SD
6. During the inservice training sessions, I learned many activities and instructional methods which may be used in the instruction of reading with kindergarten pupils.	SA	A	U	D	SD
7. These inservice sessions made me aware of the instructional resources made available by our school system.	SA	A	U	D	SD
8. After the inservice training session, I felt prepared to help children in learning to read.	SA	A	U	D	SD

EVALSRVCS/P518/INSAID89
REVISED 05/02/89

9. I shared information from the in-service training sessions with the kindergarten teacher(s) to whom I am assigned.	SA	A	U	D	SD
10. The teacher(s) I work with has shared ideas and shown me ways to become better at helping pupils learn to read.	SA	A	U	D	SD
11. I used the Resource Guide and Handbook on at least a weekly basis.	SA	A	U	D	SD
12. The Resource Guide and Handbook is very useful to me in the instruction of reading and language arts skills.	SA	A	U	D	SD
13. Overall, the Resource Guide and Handbook was very adequate in helping me do my job.	SA	A	U	D	SD

Part 2. As required by the Department of Education, for the State of Ohio, please indicate below the average number of sessions you work with target students per week; the average number of students, where appropriate, and number of minutes per session. A session is defined as a block of time in which you provide direct service to target pupils, individually or in a small group. The calculation of the average number of sessions and average number of minutes pupils are served is based upon a typical week in which instruction was provided by the categories listed below.

	AVERAGE		
	Number of Sessions Per Week	Number of Students Per Session	Number of Minutes Per Session
1. Individualized Instruction			
a. Writing Skills	_____	N/A	_____
b. Reading	_____	N/A	_____
2. Small Group Instruction			
a. Writing Skills	_____	_____	_____
b. Reading	_____	_____	_____

Appendix B

First Grade Component

COLUMBUS PUBLIC SCHOOLS - Columbus, Ohio

PUPIL CENSUS FORM

LAST NAME _____ FIRST NAME _____ M.I. _____ SEX _____ TEACHER NUMBER _____

SCHOOL _____ H.R. _____ GRADE _____

USE A NUMBER 2 PENCIL. ERASE COMPLETELY WHEN MAKING CORRECTIONS.

1. WAS THIS A NON-ENGLISH SPEAKING STUDENT? (SEE MEMO).
   YES ★ NO ★

2. WAS THIS PUPIL SERVED BY A CHAPTER 1 PROGRAM?
   YES ★ NO ★

TEACHER NUMBER | PROGRAM CODE

STUDENT | SCHOOL | GRADE | SEX

MALE ○
FEMALE ○

TOTAL DAYS OF PROGRAM ENROLLMENT 1 2 3 | TOTAL DAYS OF PROGRAM ATTENDANCE 4 5 6 | HOURS OF INSTRUCTION PER WEEK

NCS Trans-Optic 08 8153 32

350 L

Columbus Public Schools
Instructional Aide Program (First Grade)
1988-89

CLASSROOM TEACHER SURVEY

The Classroom Teacher Survey of the Instructional Aide Program is designed to evaluate your perceptions of the overall aide program. Please complete the following survey and return it by school mail no later than May 12, 1989. Thank you.

Part 1. Listed below are statements regarding the Instructional Aide Program. Please circle the one response that best describes your feelings about each statement. Responses are (SA) Strongly Agree, (A) Agree, (U) are Undecided, (D) Disagree or (SD) Strongly Disagree.

1.	The overall reading and language arts abilities of pupils in the target group improved significantly as a result of interacting with the instructional aides.	SA	A	U	D	SD
2.	The instructional materials made by the aide were useful in working with children.	SA	A	U	D	SD
3.	The instructional aide has a basic understanding of how beginning reading and language arts are taught.	SA	A	U	D	SD
4.	The Resource Guide and Handbook developed for the program has been of great value to the instructional aide in helping pupils.	SA	A	U	D	SD
5.	During reading and language arts activities, the instructional aide relates well to the pupils.	SA	A	U	D	SD
6.	The MAT6 instrument seemed to be an adequate measure of pupil achievement.	SA	A	U	D	SD
7.	The instructions given to complete the MAT6 testing process were adequate.	SA	A	U	D	SD
8.	The time alloted for testing was adequate.	SA	A	U	D	SD

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REVISED 05/02/89

Part 2. Please indicate the degree to which progress was experienced by target group pupils in reading and language arts which can be attributed to the efforts of the instructional aide. Please circle the one response that best describes your feelings about each statement. Responses are (SA) Strongly Agree, (A) Agree, (U) are Undecided, (D) Disagree or (SD) Strongly Disagree.

As the result of the efforts of the instructional aide, target group pupils are better able to:

1.	Relate and share experiences and stories in correct sequence	SA	A	U	D	SD
2.	Recognize lower and upper case alphabet letters	SA	A	U	D	SD
3.	Write numerals correctly	SA	A	U	D	SD
4.	Form and space letters and words correctly	SA	A	U	D	SD
5.	Use manuscript to write words and sentences	SA	A	U	D	SD
6.	Match words with pictures	SA	A	U	D	SD
7.	Recognize that words may name people, places, animals, and things	SA	A	U	D	SD
8.	Recognize that words may be grouped to express a complete thought	SA	A	U	D	SD
9.	Read certain groups of words or sentences accurately	SA	A	U	D	SD
10.	Listen and respond to stories, poems, plays, and other literary forms	SA	A	U	D	SD
11.	Recognize basal words from the Ginn reading series	SA	A	U	D	SD

Part 3. Listed below are questions regarding the impact of the instructional aide on the progress of target pupils. Please indicate your response by recording the appropriate number.

1. How many instructional aide program target pupils are you retaining this year because of reading deficiencies? _____

2. How many additional instructional aide program target pupils might you have retained, because of reading deficiencies, were it not for the services of the instructional aide?_____

3. How many non-target group pupils are you retaining this year?_____

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Columbus Public Schools
Instructional Aide Program (First Grade)
1988-89

INSTRUCTIONAL AIDE ASSESSMENT INSTRUMENT

The Instructional Aide Assessment of the First Grade Instructional Aide Program is designed to evaluate your perceptions of this program. Please complete the following assessment and return it by school mail no later than May 12, 1989. Thank you.

Part 1. Please respond to the following statements by circling one response which best indicates whether you (SA) Strongly Agree, (A) Agree, (U) are Undecided, (D) Disagree or (SD) Strongly Disagree with each statement.

1. As a result of the inservice training sessions, I have a greater understanding of how first graders learn to read.	SA	A	U	D	SD
2. The inservice training sessions have helped me to effectively participate in the reading and language arts activities which are conducted in a first grade classroom.	SA	A	U	D	SD
3. As a result of the inservice training sessions, I have a greater understanding of the concerns and responsibilities that a first grade teacher has toward the instruction of reading and language arts.	SA	A	U	D	SD
4. The topics presented in the inservice training sessions were necessary to help define and support my role in the classroom.	SA	A	U	D	SD
5. I understand how the Ginn reading series is to be used at the first grade level.	SA	A	U	D	SD
6. During the inservice training sessions, I learned many activities and instructional methods which may be used in the teaching of reading and language arts with first grade pupils.	SA	A	U	D	SD
7. These inservice sessions have made me aware of the instructional resources made available by our school system.	SA	A	U	D	SD

8. After the inservice training session, I felt prepared to help children develop and use reading and language arts skills.	SA	A	U	D	SD
9. I shared information from the inservice training sessions with the first grade teacher(s) to whom I am assigned.	SA	A	U	D	SD
10. The teacher(s) I work with has shared ideas and shown me ways to become better at helping pupils develop and use reading and language arts skills.	SA	A	U	D	SD
11. I used the Resource Guide and Handbook on at least a weekly basis.	SA	A	U	D	SD
12. The Resource Guide and Handbook was very useful to me in the instruction of reading and language arts skills.	SA	A	U	D	SD
13. Overall, the Resource Guide and was very adequate in helping me do my job.	SA	A	U	D	SD

Part 2. As required by the Department of Education, for the State of Ohio, please indicate below the average number of sessions you work with target students per week; the average number of students, where appropriate, and number of minutes per session. A session is defined as a block of time in which you provide direct service to target pupils, individually or in a small group. The calculation of the average number of sessions and average number of minutes pupils are served is based upon a typical week in which instruction was provided by the categories listed below.

	AVERAGE		
	Number of Sessions Per Week	Number of Students Per Session	Number of Minutes Per Session
1. Individualized Instruction			
a. Writing Skills	_____	N/A	_____
b. Reading	_____	N/A	_____
2. Small Group Instruction			
a. Writing Skills	_____	_____	_____
b. Reading	_____	_____	_____

DEPT
INSTRUCTIONAL RIDE PROGRAM

STUDENT ASSESSMENT FORM

FIRST GRADE
1988 1989

TEACHER
SCHOOL

(1)	(2)	(3)	(4)	(5) FALL	(6) SPRING	(7)	(8)
NAME	STUDENT NUMBER	BIRTHDAY	READING SERIES OR PROGRAM (1-5)	GINN READING LEVEL (0-3)	GINN READING LEVEL (0-8)	TO BE PROMOTED (1=YES 2=NO)	CHAPTER 1 SERVED (1=YES 2=NO)
			---	--	---	---	---
			---	--	---	---	---
			--	--	--		

			---		--		
			-				

			---	--	---	---	

READING SERIES OR PROGRAM:
1 = GINN BASAL SERIES (ADOPTED SERIES)
2 = ALTERNATIVE READING PROGRAM
3 = LITERATURE BASED (NO BASAL)
4 = OTHER, SPECIFY

GINN READING LEVEL:
0 = BELOW READING READINESS
1 = (R) ONE POTATO, TWO
2 = (PP1) LITTLE DOG LAUGHED
3 = (PP2) FISH AND NOT FISH
4 = (PP3) INSIDE MY HAT
5 = (P) BIRDS FLY, BEARS DON'T
6 = (1) ACROSS THE FENCE
7 = (2-1) GLAD TO MEET YOU
8 = (2-2) GIVE ME A CLUE